SAMPLE EVALUATION TOOL
Blueprint for Exceptional Writing (BEW)
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Description:
Title:
Brief description:
Need being addressed:
Reason for selection, including intended results:
Research citation and brief summary:

IMPACT: What was the impact of strategy/program/initiative on students?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, the school's achievement results on state or districtwide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

a) What is the evidence and what does it show regarding achievement of the measureable objective for all students when compared to baseline state and local data? Evidence includes local interim assessments, MEAP, and weekly student writing samples demonstrating that students' results in writing have increased by 6% from the baseline data and have exceeded state results by 8%.
b) What is the evidence and what does it show regarding achievement of the measureable objective for subgroups and their counterparts when compared to baseline state and local data? Item analysis and performance level MEAP data indicated that performance of sub-groups increased by 7-9% as compared to those not in the subgroups.
c) What is the evidence and what does it show regarding stakeholder (staff, parents, students) satisfaction with the results? Results of the special education students in the upper elementary grades remained the same. When investigating possible reasons for this outcome, we identified the need to create seamless articulation and coordination between the resource room teacher and classroom teachers when teaching the BEW strategies.

Suggested Evidence for IMPACT:
- State assessment scores on reading, writing and mathematics
- School's district wide benchmark assessments compared to proficiency standards as set by the district
- Stakeholders' satisfaction surveys addressing student achievement results.
- Subgroup performance on state and district wide assessments
- Interim assessment results

Given the evidence you've assembled, choose an overall rating for IMPACT:

What is the program's impact on students?			
Results fail to meet identified targets.	Some proficiency and /or growth results are positive, but results are predominantly disappointing.	**Most results show proficiency or satisfactory growth, but a few remain below expected levels.**	Achievement results show proficiency (or satisfactory growth) across all analyzed groups & sub-groups.
NEXT STEPS: **What action steps are needed to increase impact on student achievement?** We must hold a discussion between the special education consultant and classroom teachers who teach students with disabilities to examine methods for improving coordination efforts and transparency between them when implementing the BEW strategies in their classrooms.			

CONCLUSION: If objectives were met, should the strategy/program/initiative be continued or institutionalized?

a) What is the evidence and what does it say regarding whether this was the right strategy/program/initiative to meet your needs? Based on the alignment study between BEW and state writing standards, achievement results from student writing samples (pre and post), and teacher feedback from the training and the coaching debriefs, there is strong evidence that this program is addressing the need of students.
b) What is the evidence and what does it say regarding whether the benefits of the strategy/program/initiative are sufficient to justify the resources it requires? Yes, the program is cost effective and the "Train the Trainer" model proved to be cost effective and an efficient way to maintain momentum and accelerate student achievement in writing across the curriculum.
c) What adjustments if any might increase its impact while maintaining its integrity? Adjustments are needed with regards to programming for students with disabilities. There is a need to accelerate special education students' skills by improving coordination efforts between teacher consultants/resource teachers and classroom teachers.
d) What is needed to maintain momentum and sustain achievement gains? Administrators need to maintain the current close collaboration they have in place with all stakeholders to ensure maintaining current progress. Follow up training for participating staff should continue along with coaching to ensure implementation with fidelity.
e) How might these results inform the School Improvement Plan? Writing is one of the major goals in our school improvement plan/LEA planning cycle. Since we proposed to teach writing across the curriculum and writing entails critical thinking, organizing ideas, linking personal knowledge and experience to other content areas and to the world, we anticipate positive

impact of this program on all other SIP goals. We believe that it will increase parent engagement in school activities and student learning which tie into another SIP goal. The training and coaching have been instrumental in creating a professional learning community in our school which has become a model for other professional development initiatives and will ensure better implementation of the school improvement plan. We will institutionalize the strategy and program districtwide.

If objectives **were not met**, consider the following analysis:

1. **READINESS**: **What was the readiness for implementing the strategy/program/initiative?**
 IN AN IDEAL STRATEGY/PROGRAM/INITIATVE, stakeholders are well-prepared to implement. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the strategy/program/initiative. Specific concerns have been identified and solutions have been planned/implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives**.**

> **a) What is the evidence and what does it show regarding stakeholder understanding of the need as well as stakeholder ability to articulate the research regarding the choice of the strategy/program/initiative?** Survey results indicate that response to the workshops was highly positive by almost all (96%) workshop participants and that their skill level has been significantly improved;
> - The few that were originally skeptical were eventually convinced, as evidenced by individual comments and workshop evaluations;
> - Minutes from follow-up training sessions confirmed that participants are able to clearly articulate the research behind this program;
> - Participants appreciated the fact that the workshop was supported by research-based articles and the BEW book because having this convenient reference in the classroom raised confidence levels regarding the ability to teach and sustain these strategies.
>
> **b) What is the evidence and what does it show regarding stakeholders having a shared vision and purpose for the work and a strong commitment to the strategy/program/initiative?** Workshop participants actively participated in discussions and asked probing questions that indicated commitment to the principles of the program;
> - Answers to survey questions given to all stakeholders confirmed the commitment they have for implementing the program on a daily basis.
>
> **c) What is the evidence and what does it show regarding how stakeholder concerns were identified and addressed?** The concerns primarily centered around whether the program would motivate students and encourage the participation of parents and the school community-at-large. This concern was addressed by displaying student work in hallways and at parent meetings and by sending student writing samples to their homes;
> - Parents were informed of strategies and activities they could complete with their students at home in order to ensure successful implementation;
> - Teachers who were reluctant to implement were provided additional model lessons and

coaching.
d) What is the evidence and what does it show regarding the ability of staff and administrators to integrate the strategy/program/initiative with existing work? The workshops demonstrated to staff how the BEW supports and supplements other existing strategies/programs and how to take advantage of synergistic elements within the school improvement plan; • The BEW strategies are used across the curriculum so that the principle can be used wherever the development of written material is required as indicated in the school improvement plan; • Staff members indicated a high level of confidence (91 percent) in being able to integrate BEW with other strategies/programs.

Suggested Evidence for Question 1:

- Meeting agendas/minutes
- Books/papers about the program
- Staff surveys
- SI Plan elements
- Professional development materials
- Conference/workshop attendance

- Data collection plan; data analysis work
- Stakeholder survey results
- Suggestion box ideas collected
- SI team agendas
- Focus group interviews

Given the evidence you've assembled, choose an overall rating for Question 1:

What is the readiness for implementing the program (strategy, program/initiative)?			
Interest and/or commitment are low.	Some promising elements exist, but are mixed with major gaps in knowledge or confidence.	Support and commitment are generally high, but some concern or work remains.	**Stakeholders are fully prepared to implement**.
NEXT STEPS: **What action steps are needed to increase readiness to implement the program?** Ensure that administrators and staff continue to discuss BEW principles at staff meetings and professional development release days, inform parents of the upcoming staff training sessions and conduct informational training for parents.			

2. **KNOWLEDGE AND SKILLS**: **Did staff and administrators have the knowledge and skills to implement the strategy/program/initiative?**

   IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, personnel are able to clearly articulate what successful implementation looks and sounds like and how specific practices will change as a result of its implementation. Staff and administrators can articulate specific outcomes and specific criteria for evaluation. Personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills.

a) What is the evidence and what does it show regarding staff and administrators' vision for how practice would change as a result of the strategy/program/initiative? Evidence includes the

following:
- The leader/trainer modeled the teaching process for the participants in the same way that the participants will model the teaching process for their students;
- Participants used role-playing techniques to learn each individual step in the process;
- Participants left the workshops with a common vision of how the process is to be taught;
- Workshop evaluations and follow-up staff meeting minutes indicated that a shared vision has been established.

b) What is the evidence and what does it show regarding administrator knowledge and ability to monitor and assess the effectiveness of the strategy/program/initiative? Evidence includes the following:
- The agenda and minutes of presentations school administrators made to the School Board of Education and the central office administrative team wherein they outlined the basic concepts of the program and reviewed results of program evaluations conducted in other districts that had implemented the program;
- Agendas, sign in sheets and handouts from trainings showing that school administrators participated in the BEW training and attended the demonstration lessons provided to teachers;
- An action plan school administrators provided to the School Improvement Committee where they discussed the kind of support school personnel would receive for program implementation.

c) What is the evidence and what does it show regarding the sufficiency of opportunities for staff to learn knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/program/initiative? Evidence includes the following:
- Narrative and expositional writing selections collected from workshop participants as a by-product of the workshop;
- Evaluation results of such selections completed by the trainers in accordance with an evaluation rubric that was developed collectively by participants;
- Agenda and minutes from special after-school workshops that were conducted for workshop participants where the evaluation of writing selections indicated a less than desirable understanding of the process;
- Minutes indicating one-on-one special training to clear up misunderstandings and misconceptions;
- A schedule of teachers' collegial visits to observe each other and debrief on their learning experiences;
- A schedule of common planning/PLC provided to teachers in order to review student work and derive implications for teacher as well as student learning.

d) What is the evidence and what does it show regarding staff ability to apply the acquired knowledge and skills? Evidence includes the following:
- Self evaluations completed by participants when first applying the process to early writing assignments;
- A schedule of trainers' visits to classrooms for consultation and coaching when participants ran into self-identified difficulties;
- Copies of students' early writing selections that identified common problems that could be attributed to the teaching process;
- Agendas and minutes from coaching meetings provided to teachers whose students had difficulties in applying the BEW strategies;

> - Principal's 'walkthroughs' and teachers' reflection notes from coaching sessions.

Suggested Evidence for Question 2:
- Minutes of professional conversations
- Self-assessment checklists, and Staff surveys,
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets
- program simulations, administrator observations

Given the evidence you've assembled, choose an overall rating for Question 2:

Do participants have the knowledge and skills to implement the strategy/program/initiative?			
Participants are beginning to acquire the necessary knowledge and skills.	A solid start is documented, but many skill levels and much knowledge need to be acquired.	Much knowledge and skill are evident, but few skills (or some knowledge bases) still need work.	**Participants have sufficient knowledge and skills to succeed.**
NEXT STEPS: What action steps are needed to improve participants' knowledge and skills? We must work to ensure that we stay true to the PLC schedule and common planning time, provide opportunities for collegial discussion and provide modeling, coaching to staff as well as additional demonstrations to parents during the implementation of the program.			

3. **OPPORTUNITY: Was there opportunity for high quality implementation of the strategy/program/initiative?**

IN AN IDEAL STRATEGY/PROGRAM/INITIATVE, building and district administrators provide significant support for project implementation. Sufficient funds have been allocated and continue to be managed by building principal and or program director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

a) What is the evidence and what does it show regarding the sufficiency of administrative support to achieve the intended results? Evidence includes the following: - Agendas and minutes from professional development meetings;   - Written praise from administrators to staff who worked so hard to make the program a success;   - Principal's comments to teachers following the review of interim assessment results;   - Protocols and summaries of instructional dialogues conducted between the principal and individual teachers.
b)   What is the evidence and what does it show regarding the sufficiency of professional learning during implementation, e.g. modeling/coaching? Evidence includes the following: - Receipts for books were provided to all participants in the training workshops;   - Copies of contracts with trainers who provided initial and subsequent job-embedded professional development;   - Schedules of grade level and across grade level common planning time for participating

	staff.
c)	**What is the evidence and what does it show regarding the sufficiency of resources – including financial and time - to achieve the intended results?** Evidence includes the following: • Agendas from staff biweekly meetings. • Minutes from meetings summarizing shared ideas, concerns and success stories. • Schedule of collegial visits and coaching sessions.
d)	**What is the evidence and what does it show regarding staff collaboration in support of the strategy/program/initiative?** Evidence includes the following: • Samples of all students writing work reviewed by teams of teachers for both before and after program implementation; • Results of students' scores on each student's writing selections housed in the local data system; • Minutes of PLC time used to analyze students' results; • A written report by staff of data analysis, findings and recommendations for improvement.

Suggested Evidence for Question 3:

- Agendas/minutes
- Action plans
- Staff written summaries/reports
- Focus group and/or anonymous surveys
- Inventories
- School schedules
- Curriculum pacing guides

- collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results
- Protocols for reviewing formative assessments

Given the evidence you've assembled, choose an overall rating for Question 3:

Is there opportunity for high quality implementation?			
Opportunity and resources are just beginning to align in support of the program.	Basic resources and opportunities are available, but significant gaps need to be filled.	Many necessary resources are aligned with program goals, but more are needed.	**Necessary support and resources (time, funding & attention) are solidly in place.**
NEXT STEPS: What action steps are needed to ensure opportunity for high quality implementation? We must continue to adhere to protocols when examining student work to derive implications for adjusting the coaching and the necessary support to reluctant participants; Inform parents of their child's progress to date, and provide additional strategies parents can reinforce at home to support student learning.			

4. **IMPLEMENTATION WITH FIDELITY**: **Was the strategy/program/initiative being implemented as intended?**

IN AN IDEAL STRATEGY/PROGRAM/INITIATVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines.

They use clearly defined **protocols** to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data **while maintaining the i**ntegrity of results.

a) **What is the evidence and what does it show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?** Evidence includes the following:

- A schedule showing teachers observations of each other using a modified lesson study approach, modeling mini-lessons in classrooms using the strategies being implemented;
- A professional development plan showing the coach's schedule of model lessons provided in each classroom and the names of grade level teachers who observed;
- Notes of de-briefing sessions for each model lesson provided by the coach discussing each teacher's progress toward acquiring the selected strategies;
- A schedule of principal's classroom 'walkthroughs' providing useful feedback and continued provision of necessary resources required for adequate implementation.
- BEW classroom-generated rubrics collected at each grade level and reviewed at staff meetings to determine if all important grade level writing features are being taught;
- Teachers identified areas in the rubrics that require further instruction and coaching, and continued provision of necessary resources required for adequate implementation.
- BEW classroom-generated rubrics have been collected at each grade level and reviewed at staff meetings to determine if all important grade level writing features are being taught;
- Teachers identified areas in the rubrics that require further instruction and coaching.

b) **What is the evidence and what does it show regarding unintended consequences that may have occurred?** Two teachers did not apply the BEW strategies on a daily basis as recommended and agreed upon by all staff (commitment). Therefore adjustment will be noted in the action steps section.

c) **What do student achievement results suggest for implementing/modifying the strategy/program/initiative? How might these affect the integrity of the results?** A coach has been assigned to visit, support and model to these two teachers weekly versus bi-weekly;

- The Principal will conduct walkthroughs daily. We anticipate that this adjustment will positively impact students' writing results.
- These adjustments will support the implementation of the strategies with fidelity according to the research, will adhere to the proposed timelines, and will, therefore, maintain the integrity of results.

Suggested Evidence for Question 4:

- Principal's walkthroughs
- Number of staff implementing with fidelity
- Model lessons
- Coaching schedule
- Agendas and minutes of common planning time/meetings
- Record of funds/resources used

- Collegial visits
- Focus group interviews
- Debriefing following model lessons
- Collegial observations
- Training agendas & material
- Program Time Line

Given the evidence you've assembled, choose an overall rating for Question 4:

Is the strategy/program/initiative implemented as intended?			
Parts of the program are working, but others have yet to be implemented.	The overall design is in place, but variations in practice are evident and may adversely affecting results.	**Critical elements have been implemented, but work on consistency and depth remains**	All research-based elements have been implemented with fidelity following the proposed timelines.
NEXT STEPS: What action steps are needed to ensure faithful implementation of program plans? We must sustain the coaching and principal's walkthroughs, with debriefings following each; maintain the current practice of reading parts of the BEW book, and discussing the strategies during the staff meeting focused on program elements and their application across grades.			

For questions about this document or the Evaluation Tool, please contact Shereen Tabrizi, Ph.D., Office of Field Services-MDE at 517 373-6066 or at TabriziS@michigan.gov.